

**THE RELATION BETWEEN TEACHING STRATEGIES WITH TEXTBOOK AND  
THE CURRICULUM: A CASE STUDY AT SMAN I JOGOROGO, NGAWI**



**A Thesis**

**Submitted to Fulfill One of Requirements for the Completion  
of Graduate Degree in Language Studies**

**by**

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**THE GRADUATE PROGRAM IN ENGLISH LANGUAGE STUDIES  
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

**2011**

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**AND THE CURRICULUM: A CASE STUDY AT SMAN I JOGOROGO, NGAWI**

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## **TESTIMONY**

By this pronouncement I state that I myself write this thesis “The Relation Between Teaching Strategies with Textbook and the curriculum: A Case Study at SMAN 1 Jogorogo, Ngawi”. I absolutely state that this is not a plagiarism or is made by someone else. The other works related to this thesis have been written in the form of quotation. The sources of the thesis have been listed on bibliography. If next, this thesis can be proved as plagiarism, the certificate and the academic degree are cancelled to be given.

Surakarta, May 2011

Arum Putri Rahayu

## ABSTRACT

Arum Putri Rahayu “*The Relation between Teaching Strategies with Textbook and Curriculum: A Case Study at SMAN 1 Jogorogo, Ngawi*”. Thesis. English Language Studies. Graduate Program, Muhammadiyah University of Surakarta. 2011.

The focus of the research is to describe whether the textbook is compatible with the 2006 curriculum or not. The objective of this research is: (1) to know the relevancies between teaching strategies with textbook and curriculum, (2) to know what are the supporting and constraining factors of the compatibility between teaching strategy with textbook and curriculum, (3) to know how is the implementation of the teaching strategy with textbook and curriculum and (4) to know what skills are suggested by the curriculum developed on the English textbook.

The research was conducted at *Sekolah Menengah Atas Negeri 1 Jogorogo, Ngawi*. East Java Province from November 28<sup>th</sup> until December 28<sup>th</sup> 2010. It is qualitative research in the form of case study. The object of research is the compatibility between teaching strategies with textbook and curriculum. The data of this thesis was gained from several techniques including in-depth interviewing as the main source in developing and conducting the research, and also classroom observation and documentation. In analyzing the qualitative data the researcher used different ways for deriving the theory, for example, Nurgiyantoro’s and Hunchinson and Water’s theory.

The result of the research finds that the textbook is compatible with the curriculum and it has some constraining factors, namely: (1) the lack of students intake; (2) the lack of learning facility; (3) the students’ low human resources; (4) the textbook language organization is difficult to be understand; (5) the publisher does not put the right skills on the right semester. However, in the other hand the research finding reveals that the relation between teaching strategy with the textbook and curriculum has some supporting factors too. Those are from adoption of the curriculum and teacher’s characters, namely: (a) the teacher’s creativity; (b) the use of students’ work book; (c) textbook as a media for teacher to convey the meaning to the students. Anyhow, in implementing the best teaching strategies which suits the textbook and curriculum the teacher mixes the four steps of learning skills with some methods such as grammar translation method, communicative approach, and contextual teaching and learning. Dealing with skills suggested by the curriculum which developed on the English textbook, there are two skills, namely: language skills and communicative exercise. For language skills there are four skills: listening, speaking, reading and writing. Both listening and speaking skills belongs to good level. The percentage is 60 % for listening and 70 68% for speaking. For reading skill the percentage is 90, 90 % and it belongs to very good level; and the last, for writing the percentage is 50 % and it belongs to fairly good level. For the communicative exercise, the percentage is 80 % and it means the skill is good.

**Keywords:** *teaching strategies, textbook, curriculum*

## **MOTTO**

- Don't put off what you can do today till tomorrow (anonymous)
- Verily, with every difficulty there is a relief (Al Insyiroh: 6)



## **DEDICATION**

This thesis is wholeheartedly dedicated to:

- My beloved parents
- Those who believe in me, that I can stand on my own feet.

## **ACKNOWLEDGEMENT**

First of all, I would like to praise Allah the Almighty for the blessing and mercy given to me during my study and in completing this final project.

I would like to thank to people who contributed their ideas and time given to me in completing my final project. I would like to deliver my thanks to the Director of Post Graduate Program and the Head of Graduate Program of English Department for the who have given the legalization towards my research.

I would like to express my sincere gratitude to Prof. Dr. Samiati Tarjana, as the first supervisor for her patience and giving me guidance, ideas and invaluable support and also suggestion throughout this research work. I would also extend to my sincere gratitude to Drs. Maryadi, MA., as the second supervisor for his patience, guidance, ideas and invaluable suggestion throughout this research work.

I also deliver my thanks to Mr. Santoso as the headmaster of SMAN 1 Jogorogo for permitting me to do the research there. And also for Mrs. Muslikhah, S. pd., and Mrs. Nurul Khamidiyah, S. Pd., for allowing me to do the classroom research at their lesson time and conducting the interview.

I would like to dedicate my deepest gratitude to my parents for their long lasting prayer, love and also for the spirit.

My deepest gratitude is also expressed to the lecturers of the Graduate Program of English Study of Muhammadiyah University of Surakarta who have guided me in various subject during my study in this University.

My very special thanks go to my friends who can't mentioned one by one, who give me contribution, spirit, and shoulder to cry on.

Last but not least, as the writer I expect suggestions and criticism for the sake of the perfectness of this thesis since it is still far from being perfect. However, I hope that this thesis can be useful for other writers and teachers.

Surakarta, May 2011

Arum Putri Rahayu

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